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ABSTRACT

This document is a series of charts and diagrams for a presentation on values in staff development. The presentation focused on content--what teachers teach and what teachers want students to learn; process--how to make things happen, the means for acquiring new knowledge and skills; and context--the culture or framework in which teachers work. Values that influence human behavior were explored as well as affective behavior. The diagrams illustrate: staff development in the context of pressure for reform and the changing world; elements of staff development, such as strategic plans, school improvement, skills training, and expectations; the professional development planning process; and the six Kentucky Standards for Professional Development, with indicators. (ND)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Presentation at Vancouver

National Staff Development Council

December 9, 1996

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Thomas Guskey, Ph.D. Tom Shearer, Nedra Wheeler, Ed.D.

SB37114

EVENTS, ETHOS AND ETHICS

Today we will discuss and examine . . . . . .

CONTEXT
O
N
T
PROCESS
N
T

In order to . . . . . .

*Create infrastructures for long term success.
*Establish integrated processes to support change.
*Move beyond current practice.
*Become proactive, inclusive and student centered.
*Balance realism and creativity.

EVENTS, ETHOS AND ETHICS

WE ARE NOT

THE EXPERTS

WE ARE HERE TO SHARE

IDEAS AND TOOLS

EVENTS, ETHOS AND ETHICS

Individual values influence human behavior. All of us tend to do and act according to what we value. If teaching and learning changes, it will be because the values of all involved have changed.

These are some supporting values of this professional development activity. We list them to assist you in understanding what we value.

*Integrity
*Quality
*Interactive
*Creative
*Visionary
*Collaborative
*Democratic
*Outcome Oriented
*Diversity
*Metacognitive

EVENTS, ETHOS AND ETHICS

PLEASE . . . . . .

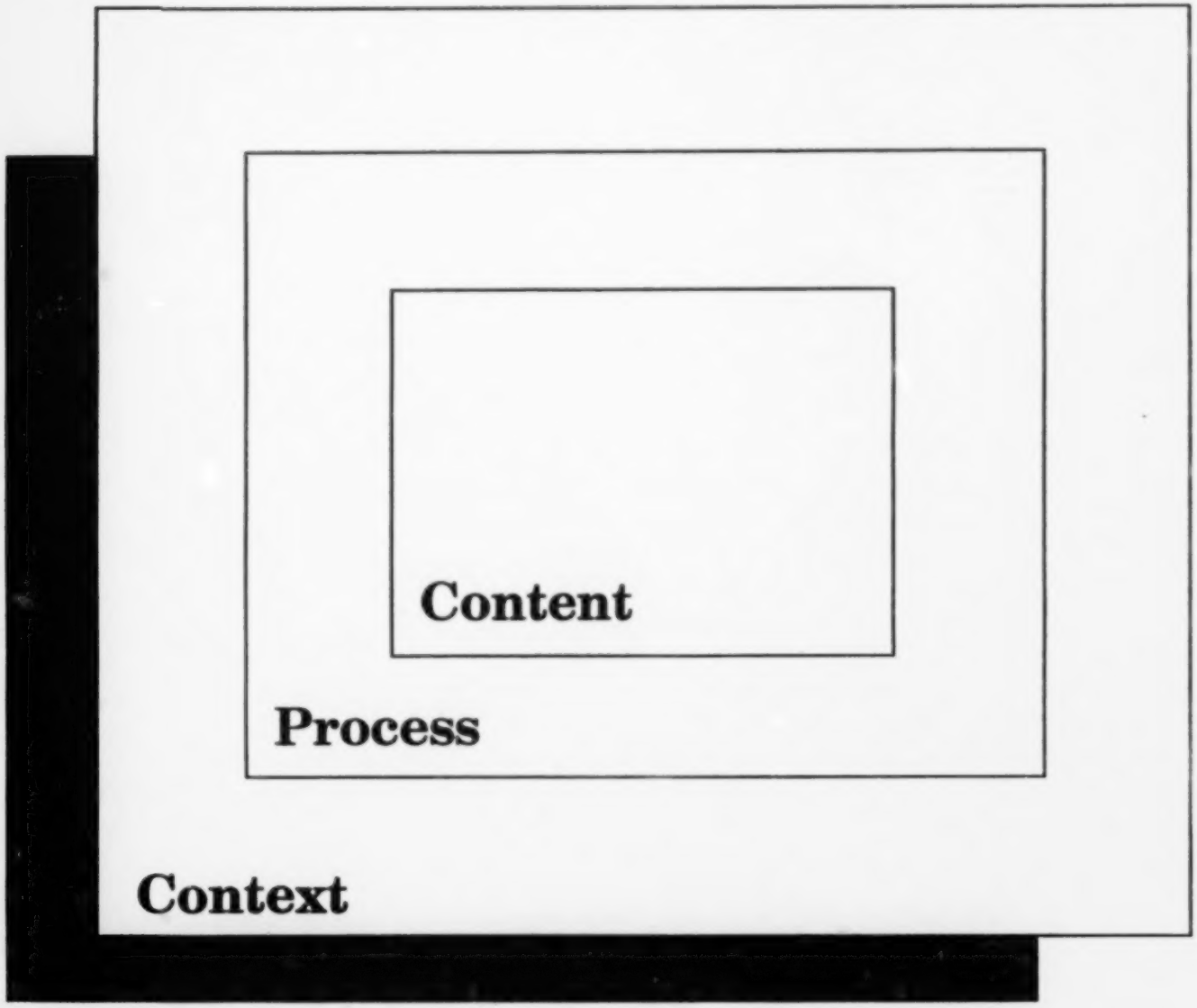
*Take responsibility for your own learning and comfort.
*Have fun.
*Keep an open mind.
*Suspend judgement.
*Stretch when and where you can.
*Listen with empathy.
*Start and end on time.
*Never forget why we are here.

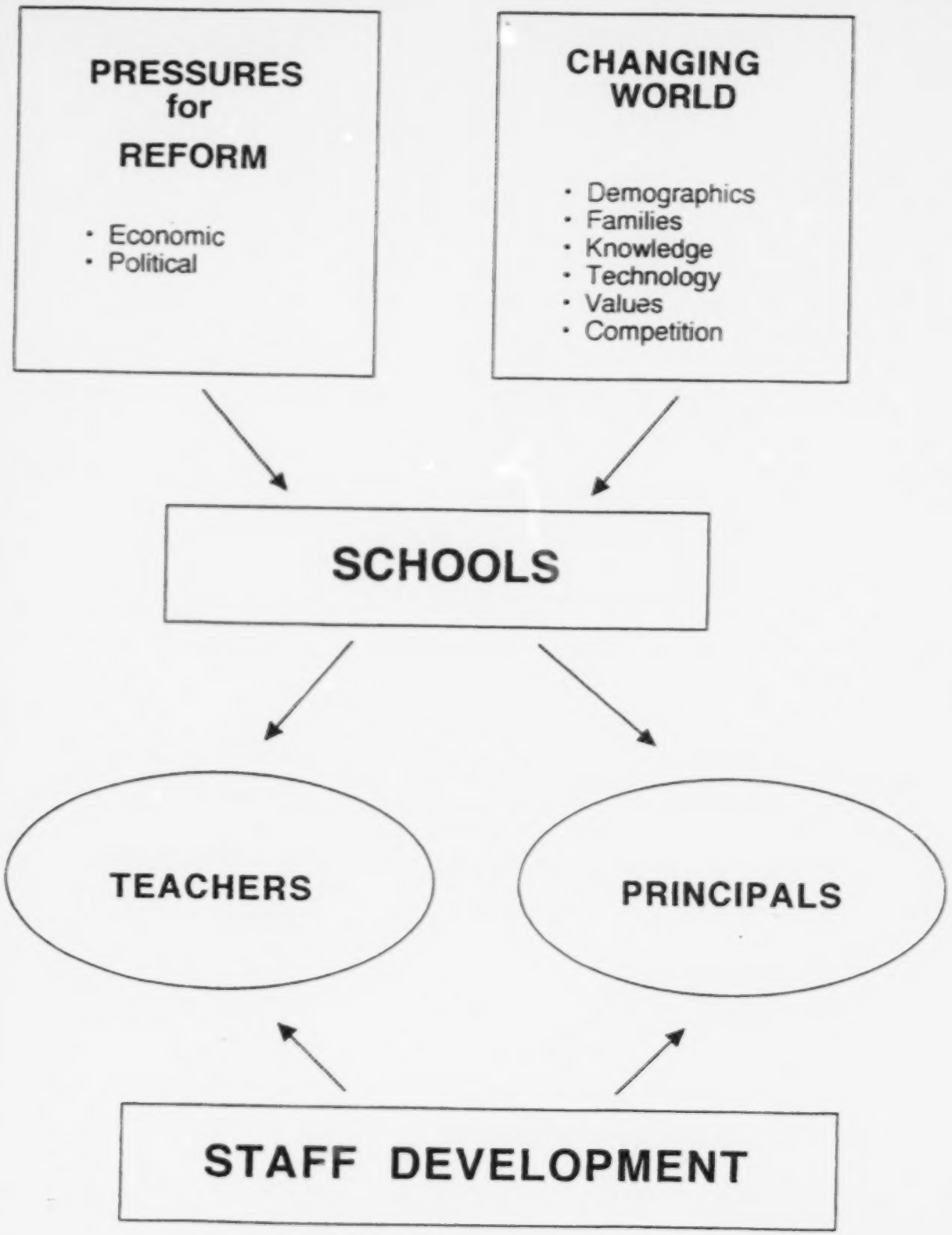
EVENTS, ETHOS AND ETHICS

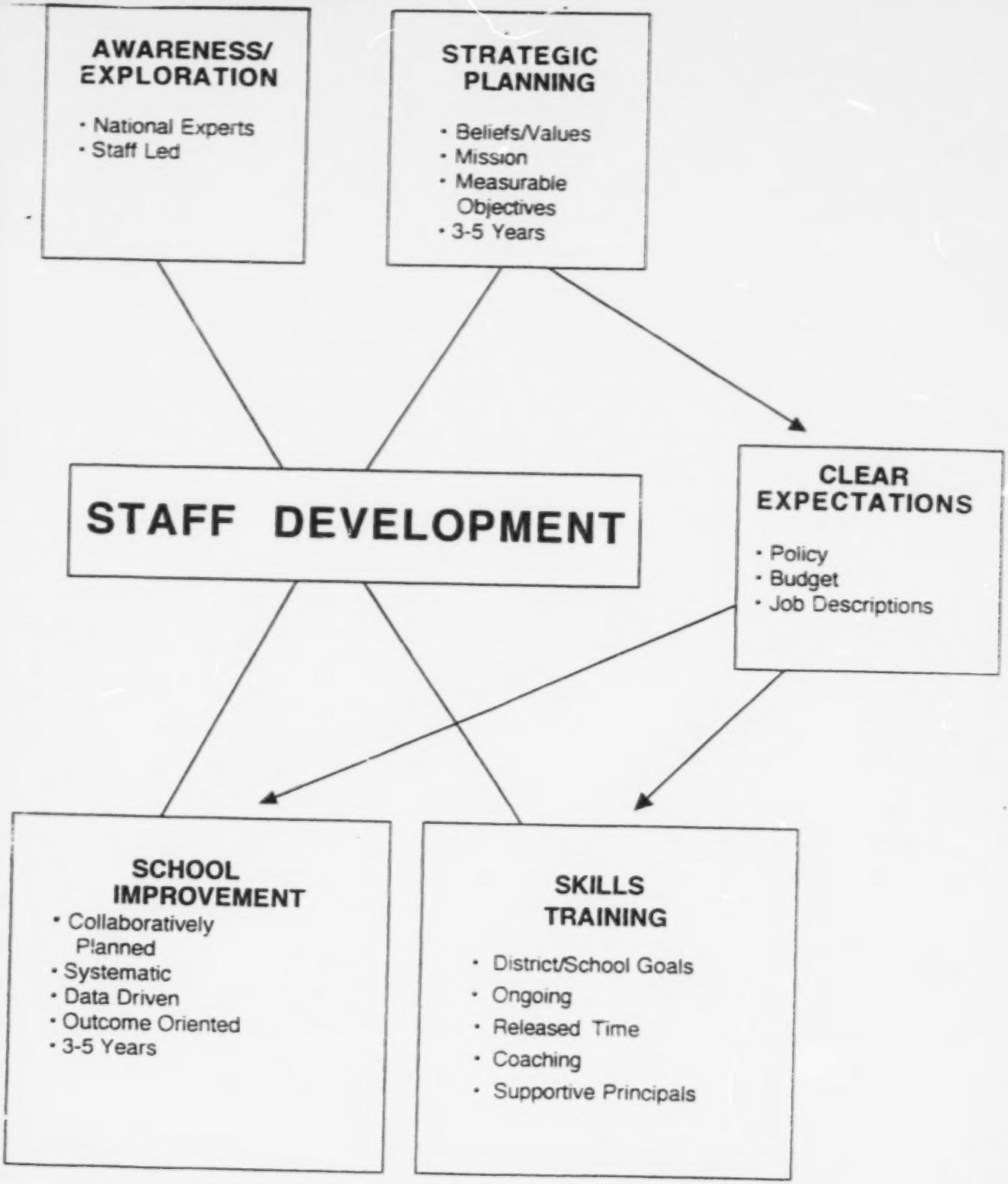
*Educators are creative people.
*Educators want to be successful.
*All must work together.
*Increased participation and creativity bring out the best in people.
*There is no one right way.
*An effective process involves making a series of conscious choices about planning, conducting and follow-up.
*Shared ownership of decisions is critical to their implementation.
*All people have intrinsic values and worth.
*Learning is a lifelong quest.

"It's not
enough to
know
about
change...
we <u>have</u>
to know
about the
change
process."

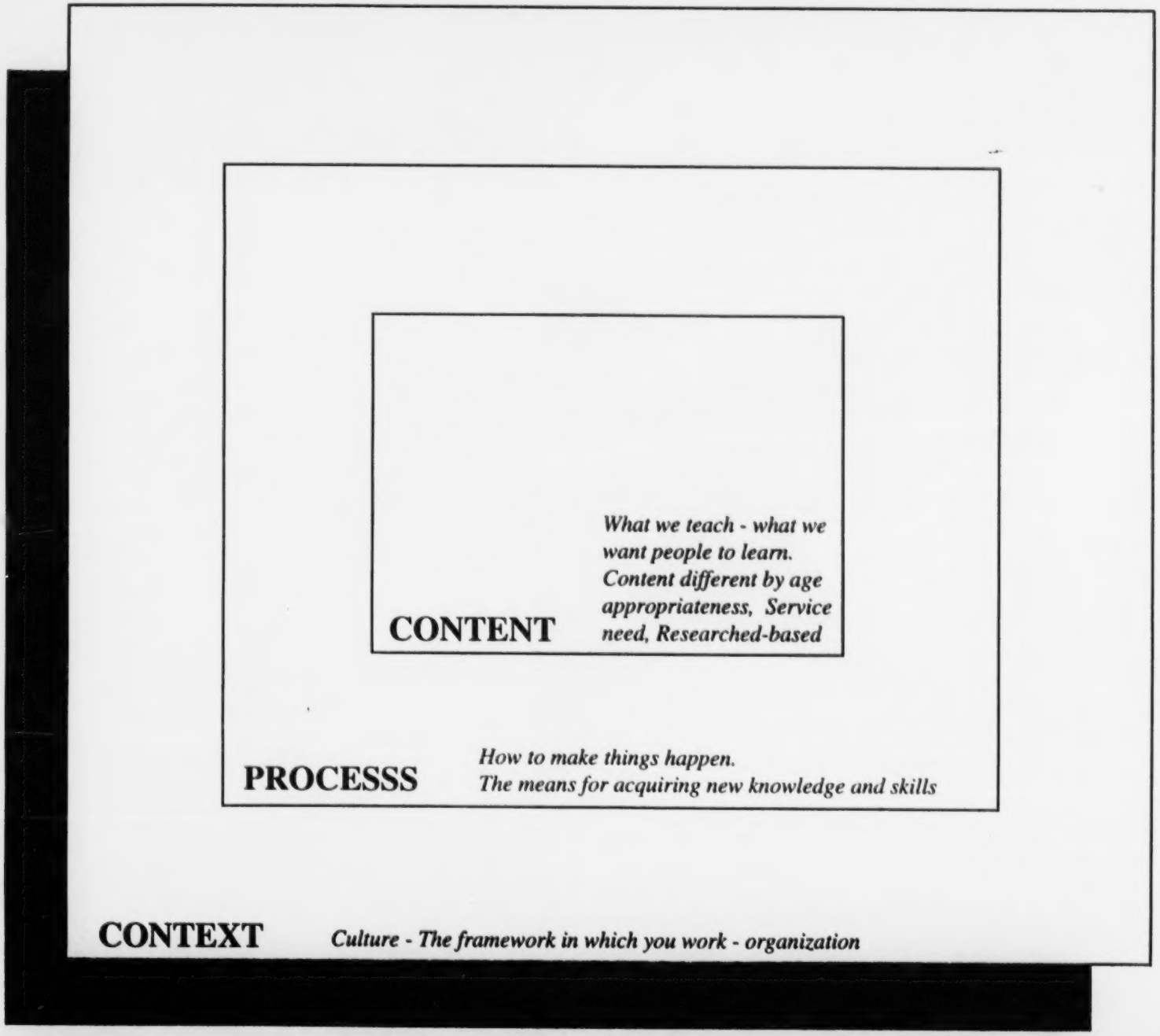
–Michael Fullan

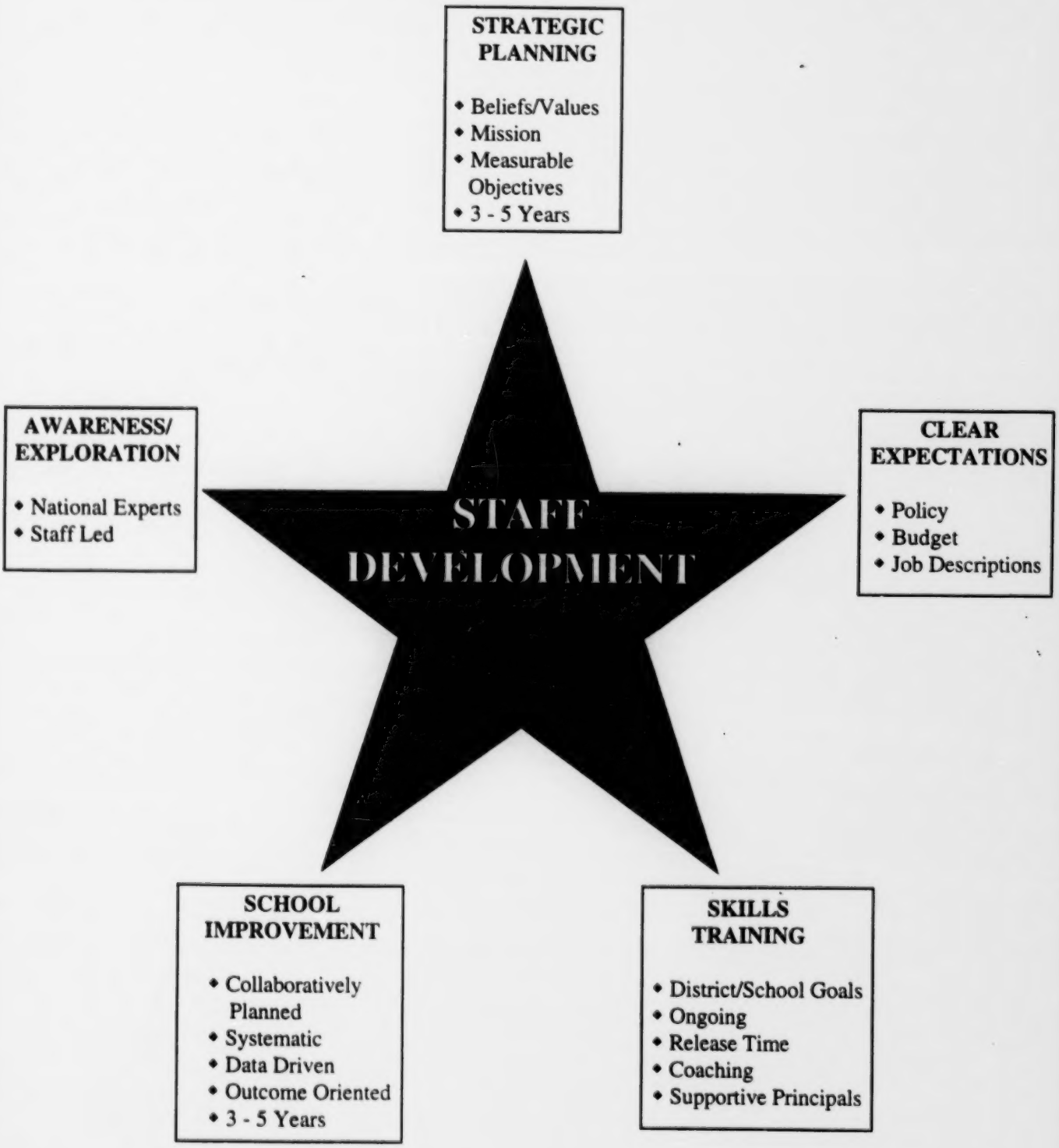

Content
Process
Context


PRESSURES for REFORM
• Economic
• Political
CHANGING WORLD
• Demographics
• Families
• Knowledge
• Technology
• Values
• Competition
SCHOOLS
TEACHERS
PRINCIPALS
STAFF DEVELOPMENT


AWARENESS/ EXPLORATION
• National Experts
• Staff Led
STRATEGIC PLANNING
• Beliefs/Values
• Mission
• Measurable Objectives
• 3-5 Years
STAFF DEVELOPMENT
CLEAR EXPECTATIONS
• Policy
• Budget
• Job Descriptions
SCHOOL IMPROVEMENT
• Collaboratively Planned
• Systematic
• Data Driven
• Outcome Oriented
• 3-5 Years
SKILLS TRAINING
• District/School Goals
• Ongoing
• Released Time
• Coaching
• Supportive Principals

STAFF DEVELOPMENT - *A "nested" process*


CONTENT
What we teach - what we want people to learn. Content different by age appropriateness, Service need, Researched-based
PROCESSS
How to make things happen. The means for acquiring new knowledge and skills
CONTEXT
Culture - The framework in which you work - organization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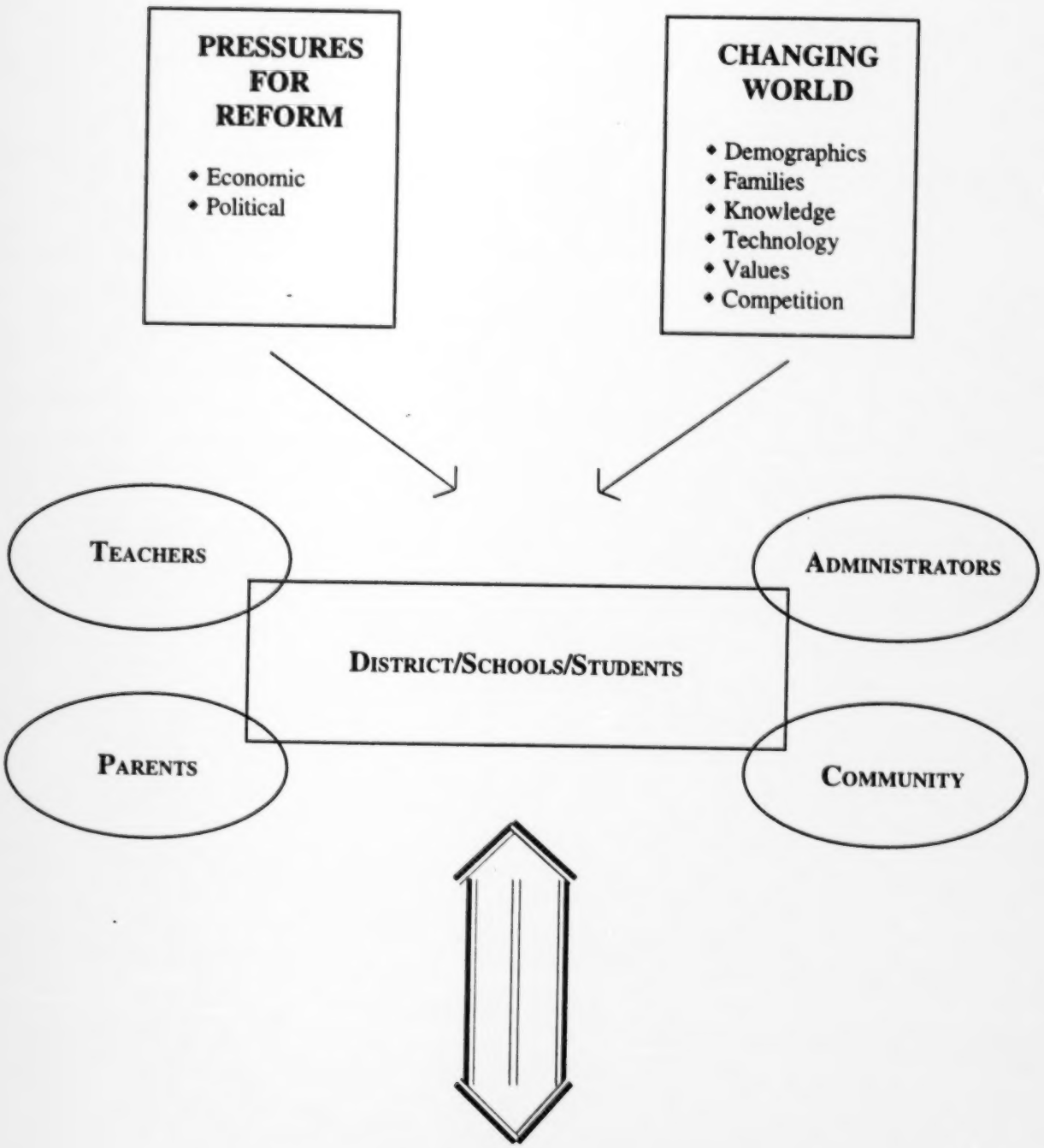

STAFF DEVELOPMENT

Standards and Indicators for Professional Development Plans

All professional development plans will be evaluated using the same standards with indicators. The six standards contained in 704 KAR 3:035 constitute the framework upon which the plans will be evaluated using a holistic approach. These standards, with indicators, will be used at each level of the process to ensure a measure of quality control. The following Standards and Indicators are derived from the standards of the regulation and are approved by the Professional Development Standards Advisory Council. Use them to validate the plans as they are being developed.

Standard 1: ***There is a clear statement of the school or district mission.***

Indicators:
1. The mission is written in or attached to the professional development plan or included in a School Improvement Plan.
2. The mission may be derived from planning processes such as: •School Transformation Plan •School Improvement Plan •Effective Schools initiatives •District wide strategic planning •Others
3. The strategic plans and initiatives are tied to mission and focus.

Standard 2: ***There is evidence of representation of all persons affected by the professional development plan.***

Indicator:
A sign-off page is attached to the plan.

Standard 3: ***Application of needs assessment analysis is evident.***

Indicators:
1. Needs analysis is focused on mission and KRS 158.6451.
2. An evaluation of the previous year's plan is included
3. The plan incorporates relevant data from multiple sources. Examples include: •KIRIS, •Growth Plans, •Surveys, •Crisis Data, •Committees, •Stages of development
4. Conclusions are drawn from analysis that lead to objectives.

Standard 4: ***Professional development objectives are focused on the school or district mission and derived from needs assessment.***

Indicators:
1. Objectives are stated.
2. Objectives support mission and are focused.
3. Objectives come from needs assessment.
4. Objectives give attention to professional growth at different stages of development.

Standard 5: ***The professional development program and implementation strategies are designed to support school or district goals and objectives.***

Indicators:
1. The professional development program provides a variety of learning options and follow-up. Examples include: •Study Groups •Job Embedded Learning •Action Research •Shadowing •Mentoring •Lecture, Workshop, Conference
2. Program reflects differentiated experiences appropriate to organizational and individual needs.

Standard 6: ***The plan incorporates a process for evaluating professional development experiences and improving professional development initiatives.***

Indicators:
1. There is an evaluation process for each activity.
2. There is an evaluation process for the annual professional development plan.
3. The evaluation process provides for use of data for the ongoing improvement of the professional development program.
4. The evaluation processes described are appropriate to the professional development experiences planned.

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Kentucky Standards for Professional Development

Standard 1: *There is a clear statement of the school or district mission.*

Standard 2: *There is evidence of representation of all persons affected by the professional development plan.*

Standard 3: *Application of needs assessment analysis is evident.*

Standard 4: *Professional development objectives are focused on the school or district mission and derived from needs assessment.*

Standard 5: *The professional development program and implementation strategies are designed to support school or district goals and objectives.*

Standard 6: *The plan incorporates a process for evaluating professional development experiences and improving professional development initiatives.*

The Professional Development Planning Process

A Flow Process Diagram